

All Saints Pre-School

Church Hall, Chapel Lane, Cove, Farnborough, Hampshire, GU14 9BL



Inspection date	5 October 2016
Previous inspection date	17 October 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The managing committee has not kept Ofsted informed of committee changes and has not ensured that relevant suitability checks are completed for all members.
- Not all staff accurately assess their key-children to ensure that they base planning for the next steps in children's learning on their current abilities and future learning needs. Not all children make best progress.
- Support for staff to help improve their knowledge and teaching skills is not consistently effective to progress children's outcomes further.
- Management does not use self-evaluation well to identify areas of weakness and to focus on development plans to improve children's outcomes.

It has the following strengths

- Staff build positive relationships with parents to meet children's care needs and support their learning. This helps them form secure emotional attachments and settle quickly.
- Children benefit from access to a wide variety of enjoyable activities and experiences. For example, they enjoy digging in a large mud hole outside. This adds to their enjoyment and supports their physical skills.
- The staff have good links with other settings that children attend and the local schools to which children move. This helps provide useful information sharing.
- Children are happy. They have a good understanding of how to keep safe. For example, the older children encourage younger ones to walk when indoors.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure Ofsted are informed of committee members and that relevant suitability checks, including an enhanced criminal check, are completed	05/11/2016
■ ensure that all children are accurately assessed and that the next stage of their learning is based on their current abilities and future learning needs.	05/12/2016

To further improve the quality of the early years provision the provider should:

- strengthen support and coaching for staff to help them improve their teaching skills to develop children's learning further
- strengthen self-evaluation to look accurately at what is working well and what needs to develop to improve children's outcomes.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and they discussed their findings.
- The inspector spoke to the manager about the methods she uses to self-evaluate the provision.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector viewed learning documents and spoke to staff about their knowledge of their key children and how they were supporting their learning.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. All staff are aware of their role in keeping children safe and know who to contact if they have concerns about children's welfare. The committee has not kept Ofsted informed of membership changes and has not ensured that suitability checks are obtained. This does not have a significant impact on children's safety as committee members are not left unsupervised with children. Management does not use self-evaluation well to identify practice weaknesses and plan for effective improvements. Staff receive support and guidance from the manager, for example they are encouraged to attend training courses. However, this does not always have a positive impact on teaching skills. The manager reviews children's overall progress but this is hindered by some inaccurate assessments of children's learning. The manager uses additional funding effectively to support the needs of individual children.

Quality of teaching, learning and assessment requires improvement

Staff interact well with children to encourage their communication skills. They support children's early interest in reading, for example using toys to engage them further. Children enjoy exploring, for example, as they look for spider webs in the garden using magnifying glasses. Staff encourage children to use their imagination such as when they investigate shaving foam and playdough. However, the quality of teaching varies, for example some staff do not build on children's interests or extend their learning. Staff observe children to assess their abilities. However, not all assessments are accurate and this has an impact on effective planning for some children's next learning steps.

Personal development, behaviour and welfare require improvement

Staff are positive role models. Behaviour is generally good and staff are consistent in their approach to behaviour management. New children settle well and staff sensitively meet their care needs. Staff teach children about healthy lifestyle choices. For example, children enjoy going outside to climb and use the seesaw. Staff encourage children to be independent and manage hygiene routines for themselves. Children gain an awareness of people's differences beyond their own experiences, for instance, from storybooks and pictures in the environment. The lack of suitability checks on committee members does not impact on children's welfare as they are not left unsupervised.

Outcomes for children require improvement

Some children do not make the best possible progress because of weaknesses in teaching and assessments. They enjoy their time in the pre-school and, overall, develop basic skills to help prepare them for the move on to school. For example, children enjoy counting as they use the photographic number line. They like to point out and name their friends. Children are sociable and readily make positive choices about their play.

Setting details

Unique reference number	109925
Local authority	Hampshire
Inspection number	1058719
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	27
Name of registered person	All Saints Preschool Committee
Registered person unique reference number	RP517907
Date of previous inspection	17 October 2012
Telephone number	07940 149747

All Saints Pre-School registered in 2000. It is a committee-run group located in Cove, Farnborough. The pre-school is open term time only, on Monday, Wednesday and Thursday from 9.30am until 2.30pm, and on Tuesday and Friday from 9.30am until 12.30pm. The pre-school receives funding to provide free early education for children aged three and four years. There are eight staff and, of these, six hold early years qualifications to level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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